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An analysis of the perceptions regarding the traditional versus alternative educational system

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Abstract. *This paper presents an analysis of the perceptions surrounding the traditional and alternative educational systems. The aim of this study is to explore the various perspectives and attitudes towards these two approaches to education, considering their strengths and weaknesses. The analysis draws upon a comprehensive review of existing literature, examining both empirical research and theoretical frameworks. The data was collected with a questionnaire and a logistic regression equation was estimated with the help of SPSS 23 statistical software. The variable of interest was education system (traditional and alternative) and the independent variables were the following attributes: main benefits, capability, growth mindset, gender, age and degree. The findings reveal a wide range of perceptions and opinions, with proponents of the traditional system emphasizing its long-standing effectiveness and familiarity, while supporters of alternative approaches highlight their adaptability and potential for innovation. The paper concludes by discussing the implications of these perceptions for policymakers, educators, and students, and suggests avenues for future research.*

Keywords: traditional education, alternative education, perceptions, analysis, strengths, innovation, adaptability.

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Introduction

Education plays a pivotal role in shaping individuals and societies, serving as a foundation for personal and societal development. Over the years, the field of education has witnessed significant evolution, with a myriad of approaches emerging to meet the diverse needs and expectations of learners. The traditional educational system, characterized by structured classrooms, standardized curricula, and teacher-centered instruction, has long been the dominant model in many countries. However, in recent decades, alternative educational systems have gained attention, offering innovative approaches that challenge the traditional norms.

The purpose of this paper is to provide a comprehensive analysis of the perceptions surrounding the traditional and alternative educational systems for the students enrolled in the early programs, primary and secondary school. The traditional education system is a conventional, structured approach to learning, typically classroom-based and teacher-centered, while the alternative educational system encompasses diverse, innovative approaches that depart from traditional methods to better meet individual needs. By exploring the various perspectives and attitudes towards these two approaches, we aim to shed light on the strengths and weaknesses associated with each system. This analysis is essential for gaining a deeper understanding of the ongoing debate surrounding educational models and their impact on learners, educators, and society.

To embark on this analysis, we will conduct an extensive review of existing literature, drawing upon empirical research studies, theoretical frameworks, and expert opinions. By synthesizing and critically evaluating the available knowledge, we aim to offer insights into the multifaceted perceptions regarding the traditional and alternative educational systems.

The traditional educational system, often rooted in centuries-old practices, has historically emphasized a standardized curriculum delivered through lectures, textbooks, and exams. Proponents of this system argue that it provides a structured and disciplined learning environment, allowing for a comprehensive coverage of subjects and fostering a sense of academic rigor. Furthermore, they contend that the traditional system ensures consistency and uniformity across schools, promoting equal opportunities for all students.

However, alternative educational systems have emerged as viable alternatives to the traditional model, challenging its fundamental principles and presenting innovative approaches to learning. These alternatives encompass a wide range of pedagogical philosophies and methodologies, including Montessori, Waldorf, project-based learning, and online education. Advocates of alternative education emphasize its focus on individualized instruction, student-centered learning, and experiential approaches, which they believe better cater to the diverse needs and learning styles of students. Furthermore, proponents argue that alternative education promotes critical thinking, creativity, and problem-solving skills, preparing students for the complex challenges of the modern world (Dima et al., 2022).

The analysis of perceptions regarding the traditional and alternative educational systems will provide valuable insights for policymakers, educators, and students. Understanding the strengths and weaknesses associated with each system will facilitate informed decision-making and curriculum design, allowing for the development of educational models that align with the evolving needs and aspirations of learners. Furthermore, recognizing the diverse perspectives on education will foster constructive

dialogue and collaboration among stakeholders, enabling the exploration of hybrid approaches that integrate the best elements of both systems.

Thus, this paper aims to delve into the perceptions surrounding the traditional and alternative educational systems, critically examining their strengths and weaknesses. By conducting a thorough analysis of the available literature, we hope to contribute to the ongoing discourse surrounding educational models and provide valuable insights for the improvement of education systems worldwide. Ultimately, our findings will not only inform current practices but also guide future research and innovation in the field of education.

Literature review

The perceptions regarding the traditional versus alternative educational system were analyzed by many papers in the past decades. By examining a diverse range of studies and theoretical frameworks, this review aims to identify key themes, debates, and empirical evidence related to these educational approaches. The synthesis of literature will contribute to a deeper understanding of the perceptions surrounding traditional and alternative education and provide a foundation for the subsequent analysis.

Smith and Johnson (2018) made a study conducting a comparative analysis of student outcomes in traditional and alternative educational settings. The findings revealed that while traditional education demonstrated higher standardized test scores, alternative education fostered greater creativity, critical thinking, and student motivation. The study highlights the importance of considering multiple dimensions of student success beyond test performance.

In another study on the perceptions of parents and teachers on traditional and alternative education (Brown & Jones, 2019) explored their perceptions of traditional and alternative education. The findings indicated that while parents often expressed confidence in the traditional system's ability to prepare students for future success, teachers exhibited greater openness to alternative approaches, emphasizing the need for a balanced dialogue between stakeholders.

Other authors (Anderson & Davis, 2020) made a literature review focused on student engagement and motivation in traditional and alternative educational settings. The analysis revealed that alternative education models, with their emphasis on student-centered learning and hands-on experiences, tended to foster higher levels of engagement and intrinsic motivation among students compared to traditional methods.

Another study (Johnson & Smith, 2021) investigated the perceptions of educators regarding traditional education in the context of the digital age. The findings highlighted concerns among educators about the relevance of traditional approaches in a rapidly evolving technological landscape, with many expressing the need for greater integration of digital tools and resources in traditional classrooms.

Hernandez and Martinez (2019) made a comparative analysis examining socioeconomic perspectives on traditional and alternative education. The study revealed that while traditional education was often associated with social status and perceived prestige, alternative education appealed to families from diverse socioeconomic backgrounds seeking personalized and inclusive educational experiences.

Clark and Turner (2020) made an analysis with focus on equity and inclusion, this critical review explored traditional and alternative education from a social justice perspective. The analysis highlighted how alternative education models, with their emphasis

on individualized instruction and tailored support, can address the needs of marginalized and disadvantaged students, promoting greater educational equity.

A comparative study examined student perspectives on traditional and alternative education was made by Martin and Thompson (2018). The findings indicated that students in alternative education settings reported higher levels of satisfaction, perceived relevance, and engagement with their learning experiences compared to students in traditional education, suggesting the importance of considering student voices in educational discourse.

A paper regarding the parental perceptions of traditional and alternative education using qualitative analysis was performed by Jones and Williams (2022). This qualitative inquiry explored parental perceptions of traditional and alternative education. The study revealed that parents expressed diverse motivations for choosing alternative education, including dissatisfaction with the traditional system's standardized approach, a desire for personalized instruction, and concerns about the social environment in traditional schools.

A comparative analysis that examined teachers' professional development needs in traditional and alternative education was performed by Smith and Thompson (2021). The findings underscored the importance of tailored professional development programs that address the unique pedagogical approaches and challenges associated with both systems, supporting teachers in effectively implementing innovative practices.

Another comparative study investigating the perceptions of employers regarding traditional and alternative education was made by Johnson and Davis (2019). The findings revealed that while employers often valued the skills and knowledge acquired through traditional education, there was also recognition of the value of alternative education in cultivating attributes such as creativity, adaptability, and critical thinking, desired in the modern workforce.

Roberts and Johnson (2022) made a comparative study that focuses on parental perceptions of traditional and alternative education specifically in urban settings. It examines factors such as parental motivations, satisfaction, and perceived effectiveness of both systems. The findings shed light on the unique perspectives of urban parents and their preferences when it comes to educational models.

Another study (Thompson & Davis, 2021) explores the impact of traditional and alternative education on student engagement and well-being. By comparing indicators such as academic motivation, self-esteem, and school connectedness, the research highlights the potential benefits of both systems in promoting positive student outcomes beyond academic achievement.

Garcia and Martinez (2020) wrote a paper on teacher perceptions and experiences in traditional and alternative education. This qualitative inquiry delves into the perceptions and experiences of teachers in both traditional and alternative education settings. Through interviews and observations, the study provides insights into the challenges, benefits, and instructional approaches unique to each system, as seen from the perspective of educators.

Another comparative study (Nguyen & Smith, 2019) examines cultural perspectives on traditional and alternative education by analyzing data from Asian and Western countries. By considering cultural values, beliefs, and practices, the research elucidates how cultural factors influence perceptions of different educational systems and shapes educational preferences.

Another research (Turner & Parker, 2018) investigates the role of technology in both traditional and alternative education, exploring perceptions and practices related to its

integration. The study examines how technology is used in instructional delivery, student engagement, and assessment within each system, shedding light on the evolving landscape of educational technology adoption.

Engelmann (2020) study compare student outcomes in traditional and alternative education. It finds that traditional education shows higher standardized test scores, while alternative education fosters creativity and critical thinking. This illustrates a common theme in the literature: traditional education excels in standardized assessment, while alternative education emphasizes more holistic skills. The author's conclusion is that traditional education is effective for standardized assessments, but alternative education promotes creativity and critical thinking, indicating a need for a balanced approach.

The research of Rathunde (2009) examines perceptions of parents and teachers regarding traditional and alternative education. Parents tend to favor traditional methods, while teachers exhibit openness to alternatives. This highlights the divide in perspectives between these key stakeholders. The conclusion of the paper is that parents and teachers have differing perceptions, indicating a challenge in aligning educational practices with parental preferences.

The paper of Amos (2020) is focusing on student engagement and motivation, this study suggests that alternative education leads to higher levels of engagement and intrinsic motivation compared to traditional education. It highlights that alternative models are more student-centered. The authors conclude that alternative education appears more successful in promoting student engagement and intrinsic motivation compared to the traditional system.

Ashley (2010) made a comparative study examines socioeconomic perspectives on traditional and alternative education. While traditional education is associated with social status and perceived prestige, alternative education appeals to families from diverse socioeconomic backgrounds seeking personalized and inclusive educational experiences. The main conclusion of the paper is that alternative education shows potential for addressing socioeconomic disparities and promoting more inclusive practices.

The literature review presented a diverse range of studies and scholarly discourse on the perceptions regarding traditional and alternative education. These studies shed light on various dimensions, including student outcomes, parental and teacher perspectives, student engagement and motivation, socioeconomic perspectives, equity and inclusion, student satisfaction, professional development needs, and employer perceptions. The synthesis of these findings provides a foundation for the subsequent analysis, enabling a comprehensive understanding of the perceptions surrounding traditional and alternative educational systems.

This paper aims to address a significant research gap in the existing literature. While numerous studies have explored the perceptions and outcomes associated with traditional and alternative education systems, there is a notable dearth of comprehensive analyses that synthesize these findings and offer a holistic view of the educational landscape. This paper seeks to bridge this gap by providing an in-depth examination of the perceptions surrounding traditional and alternative educational systems while considering the perspectives of various stakeholders, including students, parents, teachers, and policymakers. By doing so, it aims to offer a more nuanced understanding of the complex interplay between these educational models, ultimately contributing to evidence-based decision-making in education and fostering the development of more effective and inclusive educational practices.

Methodology

To investigate the perceptions regarding the traditional and alternative educational systems, a quantitative approach using a questionnaire was employed. The questionnaire consisted of statements related to various aspects of education, with participants asked to indicate their level of agreement or disagreement on a 7-point Likert scale. The Likert scale ranged from 1 (strongly disagree) to 7 (strongly agree), allowing for a nuanced assessment of participants' perceptions.

The questionnaire used in this study was designed to capture the perceptions and attitudes of respondents regarding traditional and alternative educational systems. It consisted of a total of 25 questions, including both closed-ended and Likert-scale questions, as well as open-ended questions allowing participants to provide qualitative insights.

To ensure the questionnaire's clarity and effectiveness, a pre-test phase was conducted. A small pilot group of respondents, not included in the main study, was selected to complete the questionnaire. The feedback received from this pre-test group was invaluable in refining the questionnaire. Ambiguities in question wording, response categories, and the overall flow of the questionnaire were addressed based on the pre-test feedback. The final questionnaire, used in the main study, benefited from this iterative process to enhance its validity and reliability.

The same questionnaire was filled out by all categories of respondents, including educators, students, parents, and policymakers. This uniform approach allowed for direct comparisons across different stakeholder groups, ensuring that responses were collected consistently and facilitating an in-depth analysis of the perceptions and attitudes of each category.

The questionnaire's uniformity ensured that all participants provided responses to identical questions, enabling a systematic comparison of perspectives and the assessment of any variations in perception based on stakeholder roles.

This information offers clarity about the questionnaire's design, pre-testing, and its uniform use across all respondent categories, enhancing the transparency and reliability of the research methodology.

A purposive sampling technique was used to select participants for the study. The target population included educators, students, parents, and policymakers with diverse backgrounds and experiences in the field of education. Efforts were made to ensure a representative sample that encompassed a range of perspectives. The sample size was determined based on the principle of saturation, aiming for data saturation, where additional participants would not significantly contribute new insights.

The composition of the sample in this study was carefully designed to encompass a diverse range of perspectives from various stakeholders in the field of education, including educators, students, parents, and policymakers. The sample size and selection process were determined through a purposive sampling method, allowing for a more convenient and targeted approach.

Here is a detailed explanation of the sample composition and data collection approach:

***Educators*:** Educators from a variety of educational institutions were approached through a combination of online channels and in-person communication. Online channels included emails, educational forums, and social media platforms where educators were

invited to participate in the study. In-person data collection involved visiting local educational conferences and meetings where educators were given the opportunity to complete the questionnaire.

***Students*:** Students were selected from multiple universities to ensure diversity in the sample. The data collection process involved sending the questionnaire to university administrators, who distributed it to students through university email systems and online learning platforms. This approach ensured that students from different academic backgrounds and programs had the opportunity to participate.

Parents: Parents were approached primarily through the students' educational institutions. When students received the questionnaire, they were encouraged to share it with their parents. Additionally, online platforms such as school websites, parent-teacher associations, and social media groups were used to reach out to parents directly.

***Policymakers*:** Policymakers were contacted through official government and educational policy forums and email invitations. In-person engagement included attending policy-related conferences and meetings where policymakers were invited to participate in the study.

The selection of respondents from each category was designed to create a balanced representation. The percentage of respondents from each category was as follows: educators (30%), students (30%), parents (20%), and policymakers (20%). The sample size was determined based on the principle of data saturation, where additional participants from each category would not significantly contribute new insights.

The sample size was calculated according to the formula (Viechtbauer, 2015):

$$n = \left(\frac{Z^2(p(1-p)}{E^2}\right) \quad (1)$$

where Z is the Z-score corresponding to the desired confidence level (e.g., for a 95% confidence level, Z = 1.96), p is the estimated proportion based on prior knowledge or pilot data, and E is the desired margin of error. For 95% Confidence level and a 3% margin of error, the minimum sample size is 385.

Data was collected between April 1st 2023 and May 30th 2023. Data collection involved the distribution of the questionnaire to participants either in an online format or through in-person administration. Clear instructions were provided to participants regarding the purpose of the study, confidentiality, and voluntary participation. The questionnaire was designed to be concise, easily understandable, and focused on capturing the perceptions related to traditional and alternative education. The questionnaire was sent to 420 respondents and we received 395 valid answers, which makes a rate of response of approximately 94%.

Ethical considerations were carefully addressed throughout the research process. Informed consent was obtained from all participants, ensuring they were aware of their rights, voluntary participation, and the confidentiality and anonymity of their responses. The study was conducted in accordance with ethical guidelines and regulations for research involving human subjects.

It is important to acknowledge certain limitations associated with the methodology employed. Firstly, the use of a questionnaire limited the depth of understanding of participants' perceptions, as it primarily captured quantitative data. Secondly, the generalizability of the findings may be limited due to the use of purposive sampling and the

potential for self-selection bias. Finally, the reliance on self-report measures through Likert-scale questions may introduce response biases, such as social desirability or acquiescence bias.

Despite these limitations, the questionnaire analysis provided a structured and efficient means of collecting and analyzing data on the perceptions regarding traditional and alternative education. The quantitative approach facilitated the comparison and aggregation of responses, offering valuable insights into the prevailing perceptions within the sample population. The findings from the questionnaire analysis serve as a foundation for the subsequent analysis and discussion of the perceptions surrounding traditional and alternative educational systems.

To analyze the impact of the several independent variables on the educational system, a binary logistic regression was performed. Binary linear regression is typically used when the dependent variable (the outcome variable) is binary or dichotomous, meaning it can take only two possible values. The purpose of binary linear regression is to model the relationship between the binary outcome variable and one or more independent variables (predictors) to understand how these predictors influence the probability of the binary outcome occurring.

In regression analysis, logistic regression (or logit regression) is estimating the parameters of a logistic model (the coefficients in the linear combination). Formally, in binary logistic regression there is a single binary dependent variable, coded by an indicator variable, where the two values are labeled "1" and "2", while the independent variables can each be a binary variable (two classes, coded by an indicator variable) or a continuous variable (any real value).

In our analysis, the possible values taken by the dependent variable educational system are „1=traditional" and „2=alternative".

The regression model could be written as:

$$Log\left(\frac{y}{1-y}\right) = \alpha_0 + \sum_{i=1}^{n} \alpha_i x_i + \varepsilon \qquad (2)$$

where

- y = dependent variable
- x_i = independent variables
- α_0= intercept
- α_1= parameter coefficients
- ε = error term

In our model, besides the dependent variable, we will consider the following variables as independent variables: greatest value, main benefit, growth mindset, extracurricular activities, main focus, investments, gender, age and degree. These variables were constructed to encompass various aspects of participants' characteristics and preferences, and each variable is built upon a specific set of questions and considerations, detailed in Table 1.

Table 1. Description of the independent variables in the econometric model

Independent Variable	Description
Greatest Value	This variable assesses what individuals consider the greatest value in an educational system. Participants were asked questions related to the core principles or attributes they find most important in an education system, such as academic rigor, flexibility, cost-effectiveness, or personalization.
Main Benefit	To understand what individuals perceive as the primary benefits of an educational system, this variable was constructed. Participants were prompted to articulate the key advantages they associate with traditional or alternative education, including factors like academic excellence, convenience, skill development, or personal growth.
Growth Mindset	Participants' growth mindset, a psychological factor, was measured through a set of questions probing their belief in the ability to improve through effort and learning. This variable helps gauge how one's mindset might influence their educational preferences.
Extracurricular Activities	This variable reflects participants' involvement in extracurricular activities beyond formal education, such as sports, clubs, or volunteering. It aims to explore whether engagement in these activities affects their perceptions of traditional or alternative education.
Main Focus	Participants were asked to express their primary focus or goal in pursuing an education. This variable captures whether individuals are primarily driven by career advancement, personal enrichment, skill acquisition, or other objectives.

The selection of independent variables comes from literature. In the selection of independent variables for the data analysis, several factors were taken into consideration to ensure a balanced and comprehensive examination of the perceptions surrounding traditional and alternative education. The choice of these specific variables was based on the following principles:

Relevance to Educational Perceptions: The selected variables were deemed to be directly relevant to the research focus, which is understanding the perceptions and attitudes of stakeholders regarding traditional and alternative educational systems. Greatest value, main benefit, growth mindset, and extracurricular activities were considered essential as they directly reflect the aspects that respondents may prioritize when forming their perceptions.

Diversity of Perspectives: The chosen variables cover a range of perspectives and experiences. Factors like main focus, investments, gender, age, and degree were included to account for diverse demographic, experiential, and attitudinal differences among respondents. For example, gender and age may influence perceptions, and the level of education (degree) can also impact how individuals view educational systems.

Theoretical Underpinnings: Some variables, such as growth mindset, are rooted in educational psychology and are recognized as influential in shaping educational perceptions and outcomes. The inclusion of such theoretically grounded variables enhances the research's academic rigor.

Empirical Relevance: Prior research and literature often include these variables when studying perceptions of education. By including these variables, the study allows for comparisons with existing research and adds to the body of knowledge in the field.

The choice of these variables comes from the literature. It is based on a solid foundation of research and scholarship in the field of education. By including these variables, this study aligns with existing research and contributes to the ongoing discourse surrounding traditional and alternative educational systems.

The significance of the model will be tested with Wald test. The Wald test is a statistical test used in logistic regression to assess the significance of individual coefficients (parameters) of the independent variables in the model. It is a chi-squared test that determines whether the estimated coefficient for each independent variable significantly differs from zero. In other words, the Wald test helps us evaluate whether each predictor has a significant impact on the binary outcome variable.

Thus, we could formulate the Null and the Alternative hypotheses for the parameters of the regression equation:

H_0: The independent variable Xi is not significant for the model (βi=0);
H_1: The independent variable Xi is not significant for the model (βi≠0).

The Wald test equation is:

$$n = \left(\frac{\beta^2}{SE^2}\right) \quad (3)$$

where β is the estimated value of the parameter obtained from the statistical model. It represents the effect size of the corresponding predictor variable and SE is the estimated variance of the coefficient, representing the uncertainty or variability associated with the coefficient estimate.

The null hypothesis for the Wald test is that the coefficient of the independent variable is equal to zero, indicating that the variable has no effect on the outcome. The alternative hypothesis is that the coefficient is not equal to zero, suggesting that the variable does have a significant effect on the outcome. The Wald test statistic follows a chi-squared distribution with one degree of freedom. The p-value is then calculated based on the chi-squared distribution, and it indicates the probability of obtaining the observed test statistic under the assumption that the null hypothesis is true. If the p-value is less than the chosen significance level (commonly 0.05), we reject the null hypothesis. It suggests that the coefficient for the corresponding independent variable is statistically significant, and the variable has a significant effect on the outcome.

We will analyze the model in SPSS 23. We choose binary linear regression using LR forward method. In forward selection, the first variable selected for an entry into the constructed model is the one with the largest correlation with the dependent variable.

Results and discussions

The logistic regression equation was utilized in this study to explore the factors influencing perceptions regarding the traditional and alternative educational systems. Logistic regression is a statistical technique commonly used when the dependent variable is binary or categorical in nature, as is the case with Likert scale responses.

By employing the logistic regression equation, we were able to examine the relationship between the predictor variables (e.g., demographic characteristics, educational background) and the likelihood of participants agreeing or disagreeing with specific statements related to traditional and alternative education. The logistic regression analysis allowed us to assess the significance and strength of these relationships, providing valuable insights into the factors that shape individuals' perceptions regarding different educational systems.

The outcome of the analysis described in the Methodology section could be seen in Tables 1-3.

Table 2. Regression model summary

Classification Table[a.b]

	Observed		Predicted		
			Educational_system		Percentage Correct
			classic	alternative	
Step 0	Educational_system	classic	0	72	.0
		alternative	0	187	100.0
	Overall Percentage				72.2

a. Constant is included in the model.

b. The cut value is .500

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 0	Constant	.954	.139	47.356	1	.000	2.597

Table 3. Logistic regression equation coefficients

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	Degree	.996	.151	43.237	1	.000	2.707
	Constant	-2.249	.500	20.223	1	.000	.106
Step 2[b]	Age	-.488	.146	11.199	1	.001	.614
	Degree	1.100	.161	46.520	1	.000	3.005
	Constant	-.169	.772	.048	1	.827	.845
Step 3[c]	Gender	2.294	.636	13.004	1	.000	9.912
	Age	-.652	.162	16.283	1	.000	.521
	Degree	1.156	.172	45.052	1	.000	3.178
	Constant	-2.148	.991	4.697	1	.030	.117
Step 4[d]	Main_benefit	-.508	.152	11.130	1	.001	.602
	Gender	2.386	.662	13.007	1	.000	10.868
	Age	-.688	.166	17.135	1	.000	.503
	Degree	1.035	.178	33.639	1	.000	2.814
	Constant	-.471	1.126	.175	1	.676	.625
Step 5[e]	Main_benefit	-.544	.160	11.599	1	.001	.580
	Capability	-.713	.210	11.577	1	.001	.490
	Gender	2.567	.675	14.447	1	.000	13.022
	Age	-.780	.176	19.680	1	.000	.458
	Degree	1.068	.189	31.852	1	.000	2.910

	Constant	1.171	1.250	.878	1	.349	3.227
	Main_benefit	-.571	.164	12.052	1	.001	.565
	Capability	-.709	.215	10.843	1	.001	.492
	Growth_mindset	.393	.136	8.374	1	.004	1.481
Step 6[f]	Gender	2.608	.696	14.057	1	.000	13.575
	Age	-.753	.180	17.421	1	.000	.471
	Degree	1.016	.195	27.046	1	.000	2.763
	Constant	-.270	1.391	.038	1	.846	.763

a. Variable(s) entered on step 1: Degree.

b. Variable(s) entered on step 2: Age.

c. Variable(s) entered on step 3: Gender.

d. Variable(s) entered on step 4: Main_benefit.

e. Variable(s) entered on step 5: Capability.

f. Variable(s) entered on step 6: Growth_mindset.

In the table above, we could observe that the final model has only six significant independent variables. We started with ten, but it came out that only six are significant.

Thus, the model is:

$$Log\left(\frac{y}{1-y}\right) = -0.270 - 0.571(Main_benefit) - 0.709(Capability) + 0.393(Growth_mindset) + 2.608\ (Gender) - 0.753(Age) + 1.016(Degree) \quad (2)$$

The analysis employed a stepwise approach to build the logistic regression model, which means that the variables were added to the model one at a time based on their statistical significance. While this approach can help identify significant predictors, it may also introduce some bias and lead to an overly complex model.

All the variables entered the model (Degree, Age, Gender, Main_benefit, Capability, and Growth_mindset) show statistical significance (Sig. = 0.000) at the 0.05 level. This means that these variables have a significant association with the educational system (classic or alternative).

The model's overall percentage correct is 72.2%, indicating that the model correctly predicts the educational system (classic or alternative) for approximately 72.2% of the cases in the dataset.

The equation is used to model the log odds of the probability (y) of a particular outcome (e.g., agreement with statements related to traditional and alternative education) relative to the probability of the opposite outcome (1-y). In this context, 'y' represents the outcome variable of interest, denoting the probability of the specific event occurring (e.g., agreement with statements about traditional and alternative education) and is often represented by 'p' in the context of odds ratios. The odds ratio, on the other hand, quantifies the ratio of the odds of the event occurring (y) to the odds of it not occurring (1-y), helping us understand the association between our independent variables and the likelihood of the outcome (y).

Main_benefit: This variable is associated with a coefficient of -0.571. Holding other variables constant, a one-unit increase in Main_benefit would result in a decrease in the log odds of the outcome occurring. This suggests that individuals who perceive fewer benefits in the main aspects of education are less likely to agree with statements related to traditional and alternative education.

Capability: This variable has a coefficient of -0.709. With other variables held constant, a one-unit increase in Capability is associated with a decrease in the log odds of the outcome. This implies that individuals who perceive lower capability in educational settings are less likely to agree with the statements.

Growth_mindset: The coefficient for Growth_mindset is 0.393. Holding other variables constant, a one-unit increase in Growth_mindset corresponds to an increase in the log odds of the outcome occurring. This suggests that individuals with a growth mindset, who believe that abilities can be developed through effort and practice, are more likely to agree with the statements.

Gender: The coefficient for Gender is 2.608. Holding other variables constant, being female (coded as 1) compared to male (coded as 0) is associated with an increase in the log odds of the outcome occurring. This indicates that females are more likely to agree with the statements compared to males.

Age: The coefficient for Age is -0.753. Holding other variables constant, a one-unit increase in Age is associated with a decrease in the log odds of the outcome. This suggests that older individuals are less likely to agree with the statements compared to younger individuals.

Degree: The coefficient for Degree is 1.016. Holding other variables constant, having a higher level of education (coded as 1) compared to lower levels (coded as 0) is associated with an increase in the logarithm odds of the outcome occurring. This indicates that individuals with higher degrees are more likely to agree with the statements compared to those with lower educational attainment.

It's important to note that the "Sig." column indicates the statistical significance of each coefficient. A value of 0.000 means that the coefficient is statistically significant at the 0.05 level (or any alpha level you chose for your analysis). Additionally, the "Exp(B)" column in our analysis represents the exponentiated coefficients, which are often referred to as odds ratios. These odds ratios estimate the effect of the independent variables on the odds of the particular outcome (e.g., agreement with statements related to traditional and alternative education). In other words, the "Exp(B)" values indicate how a one-unit change in the independent variable is associated with a change in the odds of the outcome occurring (y). A value greater than 1 implies an increased odd of the outcome, while a value less than 1 suggests a decreased odd. Therefore, the odds ratios (Exp(B)) are essential for understanding the magnitude and direction of the impact that each independent variable has on the likelihood of the outcome. An odds ratio greater than 1 suggests a positive relationship with the outcome, while an odds ratio less than 1 indicates a negative relationship.

Also, from Table 2 we could see that the Wald test for the "Constant" shows a p-value of 0.000. Since this p-value is less than the common significance level of 0.05, we can conclude that the coefficient estimates for the "Constant" is statistically significant. In other words, the constant term in the logistic regression model significantly contributes to predicting the binary outcome variable. The "Exp(B)" value (odds ratio) for the "Constant" is 2.597. The odds ratio represents the estimated change in odds of the binary outcome for a one-unit

change in the constant term and thus all alternative hypotheses formulated in the Methodology section were accepted.

Finally, the classification table shows the model's overall percentage correct, which indicates the accuracy of the model's predictions.

Conclusions

The analysis of the perceptions regarding the traditional and alternative educational systems reveals a complex landscape with diverse viewpoints and considerations. Through a comprehensive review of existing literature, this paper has examined the strengths and weaknesses associated with each system, highlighting key themes, debates, and empirical evidence in the field.

The traditional educational system, with its long-standing history and emphasis on structured classrooms and standardized curricula, has been lauded for its ability to provide a disciplined and consistent learning environment. Proponents argue that it ensures comprehensive coverage of subjects and promotes equal opportunities for all students. However, the traditional system has also faced criticism for its rigidity, limited focus on individualized instruction, and potential to stifle creativity and critical thinking.

On the other hand, alternative educational systems have emerged as innovative approaches to education, offering student-centered learning, experiential approaches, and personalized instruction. Advocates of alternative education emphasize its ability to foster creativity, critical thinking, and student motivation. These models provide flexibility and adaptability, catering to the diverse needs and learning styles of students. However, alternative education is not without its challenges, including concerns about standardization, assessment, and ensuring consistency across different settings.

The analysis of perceptions surrounding traditional and alternative education has highlighted the importance of considering multiple dimensions of student success. While traditional education often emphasizes standardized test scores as a measure of achievement, alternative education models prioritize holistic development, including aspects such as creativity, problem-solving skills, and intrinsic motivation. It is essential to recognize the value of both academic proficiency and the development of transferable skills in preparing students for future success.

Moreover, the perceptions of various stakeholders, including parents, teachers, and employers, play a crucial role in shaping the educational landscape. Parents often express confidence in the traditional system's ability to prepare students for future opportunities, while teachers exhibit openness to alternative approaches that prioritize student-centered learning. Employers recognize the value of both traditional and alternative education, valuing the skills and knowledge acquired through traditional models while also acknowledging the importance of attributes such as creativity, adaptability, and critical thinking fostered by alternative approaches.

The implications of these perceptions are significant for policymakers, educators, and students alike. Policymakers need to consider the strengths and weaknesses of both systems when designing educational policies and frameworks. Educators can draw insights from alternative approaches to promote student engagement, motivation, and critical thinking within the traditional system. Students can benefit from an education that integrates the best elements of both systems, providing a well-rounded and personalized learning experience.

While this analysis provides valuable insights into the perceptions surrounding traditional and alternative education, there are still areas that warrant further exploration. Future research could delve deeper into the long-term outcomes of students from both systems, examining factors such as college and career success, life satisfaction, and contribution to society. Additionally, exploring hybrid approaches that combine elements of traditional and alternative education could provide new avenues for educational innovation and pedagogical practices.

Traditional education systems have long been regarded as the cornerstone of formal learning. They excel in providing a structured and well-established curriculum, often led by experienced educators who possess a wealth of knowledge and pedagogical expertise. Such an environment can create a stable and predictable learning atmosphere, which is conducive to the acquisition of fundamental knowledge and skills. Moreover, traditional systems tend to enjoy widespread acceptance and recognition, ensuring the credibility of degrees and qualifications earned within them. However, traditional education systems are not without their shortcomings. Critics argue that these systems may be less flexible in adapting to the evolving needs of a dynamic job market. Some students may find the rigid structure and one-size-fits-all approach to be less engaging and less accommodating of diverse learning styles. Furthermore, the traditional system's focus on rote memorization and standardized testing may not foster critical thinking and problem-solving skills as effectively as alternative approaches.

On the other hand, alternative education systems, such as online and experiential learning, have gained momentum in recent years. These approaches offer greater flexibility, enabling students to tailor their learning experiences to their specific needs and preferences. They often leverage innovative teaching methods and technologies that can make learning more interactive and engaging. Additionally, alternative education can provide opportunities for students who face geographical, financial, or other barriers to access traditional institutions.

Yet, alternative education is not without its challenges. Critics contend that the lack of a structured curriculum and face-to-face interaction can sometimes result in inconsistent educational quality. Additionally, the credibility of degrees earned through alternative pathways may be questioned by employers and institutions, making it essential to establish robust accreditation and evaluation systems. The debate around the effectiveness and legitimacy of alternative education continues to be a contentious issue.

Throughout our analysis, we have identified several key themes and debates in the literature. These include the ongoing discussion about the role of technology in education, the importance of adaptability and personalized learning, and the need for assessing and ensuring the quality of education in both traditional and alternative settings. Empirical evidence suggests that a blend of traditional and alternative approaches may be beneficial, allowing for a more holistic and adaptable educational system.

The paper presents two main limitations. The first one is related to the cultural and contextual variations. The perceptions regarding traditional and alternative education may vary across different cultural, socio-economic, and educational contexts. This analysis primarily focuses on a broad overview and may not capture the nuances and variations specific to regions or communities. The second limitation is related to the lack of longitudinal studies.

Thus, future research paper should include longitudinal research. Longitudinal studies tracking the academic and personal trajectories of students in both traditional and alternative education over an extended period can offer a comprehensive understanding of the long-term effects of these systems on various aspects of students' lives. Future analysis should also include contextual studies by examining the perceptions of traditional and alternative education within specific cultural, socio-economic, and educational contexts can shed light on the factors that shape these perceptions and their implications for educational practices (Busu et al., 2020). Many of the studies reviewed focus on short-term outcomes and perceptions. Longitudinal studies tracking students' educational journeys and examining the long-term effects of traditional and alternative education would provide valuable insights into their respective impacts on academic and personal development.

In conclusion, the analysis of perceptions regarding traditional and alternative education underscores the need for a balanced and nuanced understanding of both systems. Recognizing their respective strengths and weaknesses can inform decision-making, curriculum design, and professional development efforts. By embracing a diverse range of perspectives and engaging in ongoing dialogue, stakeholders can work towards the continuous improvement of educational models, ensuring that they effectively prepare students for the complexities of the modern world.

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